

Student's Name \_\_\_\_\_

| Iowa Alternate Assessment<br>2008-2009<br><i>Science Rating Scale</i><br>Grade 8               |   | Check the box if the skill<br>was already mastered<br>(75% accurate or higher,<br>not prompted) (no<br>evidence needed) | Check the box if the<br>skill was not taught (no<br>evidence needed) | Check the box if full<br>physical or full verbal<br>prompts were used (the<br>child was given the<br>answer) (supporting<br>evidence required) | Student Performance in<br>Percent Accurate,<br>minimum 4 trials.<br>Record most recent<br>performance<br>(supporting evidence<br>required) |
|--|---|---|--|--|--|
| <b>Science Standard 1: Students can understand and apply skills used in scientific inquiry</b> |   |   |  |  |  |
| <b>1.1</b>   | Identifies or states purpose of an experiment being conducted in class                                  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.2</b>   | Compares and makes conclusions about objects to determine differences in size (shorter/longer)          | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.3</b>   | Compares and makes conclusions about objects of different weights to determine which is heavier/lighter | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.4</b>   | Observe items and draw conclusions as to texture (rough/smooth)   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.5</b>   | Observe items and draw conclusions as to the viscosity of different liquids                             | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.6</b>   | Observe items and draw conclusions about temperature (warmer/colder)                                    | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.7</b>   | Labels the steps of the scientific process  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.8</b>   | Uses scientific tools for measurement of length (ruler)   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.9</b>   | Uses scientific tools of measurement of mass (scale)  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.10</b>  | Uses scientific tools of measurement of volume (teaspoons, measuring cups, beakers)                     | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.11</b>  | Draws conclusions from observations   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>1.12</b>  | Describes results and draws conclusions after an investigation  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |

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|---|---|---|--|--|--|
| <b>Science Standard 2: Students can understand concepts and relationships in life science</b>         |   |   |  |  |  |
| 2. 13   | Given a variety of animals, identifies appropriate food sources   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 2. 14   | Identify and categorize types of fossils  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 2. 15   | Recognize that organisms not provided with food or water will die   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 2. 16   | Classifies the parts of a food chain (animals (including humans), plants, decomposers)  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 2. 17   | Identifies or produces a "complete" food chain (includes sun, producer, consumer)   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 2. 18   | Form conclusions about what happens when an area becomes overpopulated (for example, the deer population) (natural resources become less available) | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| <b>Science Standard 3: Students can understand concepts and relationships in Earth/space sciences</b> |   |   |  |  |  |
| 3. 19   | Differentiates solid rocks from soils   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 20   | Classify earth materials as soil, water, sand, or rock  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 21   | Identify earth materials that may appear in different land forms  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 22   | Identify distinctive land forms (water, river, lake, beach, mountain, valley)   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 23   | Recognizes that the surface of the earth changes by different processes and/or natural events (earthquakes, volcanoes, floods, erosion)             | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 24   | Labels, points to, or describes characteristics of clouds (color, shape)  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 25   | Identify the sun, moon, and stars   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 26   | Investigate the effect of sunlight on living things   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 3. 27   | Labels phases of the moon   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |

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|--|---|---|--|--|--|
| <b>Science Standard 4: Students can understand concepts and relationships in physical science.</b> |   |   |  |  |  |
| 4.28   | Understands when balls are pushed, they roll  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 4.29   | Understands when objects are dropped, they fall to the ground   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 4.30   | Observe and draw conclusions that objects can move at different speeds                                      | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 4.31   | Observe and draw conclusions that objects can move at different speeds based on the amount of force applied | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 4.32   | Explain what happens when mixing oil and water  | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 4.33   | Answers questions about changes in color of liquids that occur when food color is added to liquids          | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 4.34   | Describes what happens to water at different temperatures (liquid/ice)                                      | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |
| 4.35   | Answers questions demonstrating knowledge that one characteristic of the sun is heat                        | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>   | ____ %   |